

America's Future, inc



announces

“Operation Textbook”

a major project

designed to rid high school textbooks
of misleading propaganda...

in a proper, constructive manner...

by providing an objective, professional,
documented evaluation of each book
and by informing school officials,
parents, and the public
of the findings

...eration Textbook"
and the

Textbook Evaluation Committee

Do you know

that a recent survey of high school seniors in the United States revealed that *over 60 percent of them believed the profit motive can be eliminated without hurting the American system?*

that more than half of the high school students in the United States think most people are incapable of deciding what is best for themselves — that the government should make the decisions?

How did this happen?

Many factors have contributed to the startling fact that our schools are turning out young people who have no faith in the system of American constitutional government and the American free-enterprise economy. But the single, most important factor has been the textbooks in use in our high schools, particularly in the so-called "social studies" field.

It is difficult to believe, but it is a fact now completely provable, that this did not happen by accident. Beginning nearly 30 years ago, a group of left-wing educators — interested in using education for propaganda — devised the means to distort and slant the textbooks used in teaching our children. They did this so that these books would implant in students a disaffection for the American governmental system and way of life, and at the same time instill a belief in collectivist, left-wing ideas and institutions. This was done so cleverly that it is extremely difficult for any but the trained eye to spot this underhanded and pernicious teaching in the textbooks used in our high schools.

A few examples

One widely used high school text, for instance, leaves the student with the settled idea that the Soviet Union has a governmental structure very much like our own. It does not do this boldly and openly, so that a parent or school board member can put his finger on it. It does it slyly by describing the Russian system in terms of the American system and leaving in the minds of the students the notion that there is not much difference between the two.

Another widely used text very cleverly instills in the student the idea that our national income should be redistributed. Still another does its insidious job—as a great many of these books do—in its recommended reading lists. It tells the students to read various books and pamphlets—the majority of them of the “liberal”, leftist, big-government persuasion. In fact, the most widely recommended pamphlets in one text are those edited by a man who has a record of at least two dozen communist-front affiliations. A large number of these texts lead to the conclusion that the government must play an ever bigger role in our economic and social affairs.

What can be done

Those who would break down confidence in the American system, in order to socialize the United States, have had a free hand in instilling their perverted ideas in the minds of young Americans through the textbooks used in our schools. They have had a free hand *because there is not a single agency in America* to which puzzled parents, teachers and school board members can turn for an objective evaluation of the textbooks used in their schools. Thus the busy school board member or administrator has no authoritative method of determining whether the textbooks used in his school are sound or not.

To fill this need, America's Future, Inc. has established the Textbook Evaluation Committee. Its initial task is to evaluate dispassionately the 200 to 300 social science texts used in American high schools. These cover the fields of World and American History, Economics, Government, Geography, Civics, Contemporary Problems, Sociology and International Relations. The evaluations will be made within the scope of carefully drafted standards, a copy of which is available on request. Following the completion of this major task, the Committee will continue with evaluations of new texts as they appear and new editions of older texts.

Thus, *for the first time*, parents, teachers, school board members and school administrators will be able to determine whether the social

science textbooks used in their high schools constitute sound American teaching material. Using the reports of the Textbook Evaluation Committee, America's Future will provide reliable criteria that will enable anyone to conclude: “This is a sound American History or Government or Economics text; that one is not.”

How the job will be done

America's Future has been fortunate in having assembled a distinguished group of educators, each highly regarded in his field, to serve on its Committee. Their names, and their academic and other qualifications, appear on pages 6 and 7.

Evaluations of individual texts will be prepared by this committee and will be distributed in two forms. The full, detailed, professional evaluations will be provided for use by school personnel and school board members, to whom they will be sent on request. To generate these requests and to make the essence of the Committee's findings known to parents and school people in every school district in the country, condensations of the full reports will be prepared. These will be sent to active lists of PTA officers, high school administrators, school board members and high school social science teachers. They will also be sent to editors and publishers, commentators, officers of patriotic organizations, and other leaders of public opinion.

The trustees of America's Future, Inc. believe this is the most important and useful project ever to be undertaken by this or any other educational organization. It will not only be of tremendous help in returning our sadly battered educational system to a sounder course, but it will serve as the most effective means of restoring American ideals and principles to our classrooms. Only when we have once more implanted these concepts in the minds of young Americans can we look confidently to the future of the United States.

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NOTE: Members of the Committee have authored many works not listed above. This listing covers only books pertinent to the issue under discussion here.